

R D SCHRODER MIDDLE

7224 Hwy 162
Hollywood, SC 29449

GRADES 7-8 Middle School

ENROLLMENT 276 Students

PRINCIPAL Patricia S. Cooper, Ed.D. 843-889-2391

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	25	14

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

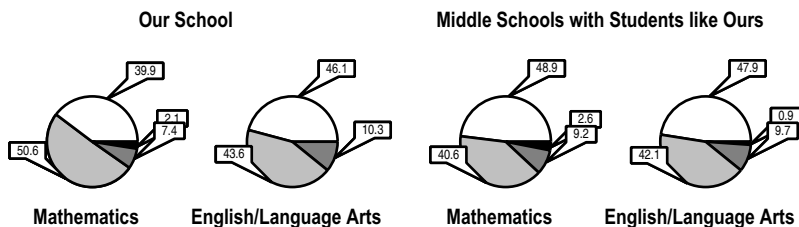
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	266	97.0	45.6	44.0	10.4	0.0	15.8	No	Yes
Gender									
Male	145	96.6	57.7	36.2	6.2	0.0	10.0		
Female	121	97.5	31.5	53.2	15.3	0.0	22.5		
Racial/Ethnic Group									
White	14	92.9	33.3	55.6	11.1	0.0	0.0	I/S	I/S
African-American	247	97.6	45.7	43.9	10.4	0.0	15.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	225	96.9	40.7	47.5	11.8	0.0	18.1		
Disabled	41	97.6	73.0	24.3	2.7	0.0	2.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	266	97.0	45.6	44.0	10.4	0.0	15.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	266	97.0	45.6	44.0	10.4	0.0	15.8		
Socio-Economic Status									
Subsidized meals	225	97.3	44.9	44.9	10.1	0.0	15.9	No	Yes
Full-pay meals	41	95.1	50.0	38.2	11.8	0.0	14.7		

Mathematics - State Performance Objective = 15.5%									
All Students	266	97.4	39.4	51.0	7.5	2.1	16.6	Yes	Yes
Gender									
Male	145	97.2	46.2	48.5	3.8	1.5	13.1		
Female	121	97.5	31.5	54.1	11.7	2.7	20.7		
Racial/Ethnic Group									
White	14	92.9	33.3	55.6	0.0	11.1	0.0	I/S	I/S
African American	247	98.0	39.6	50.9	7.8	1.7	16.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	225	96.9	34.3	55.9	7.4	2.5	16.7		
Disabled	41	100.0	67.6	24.3	8.1	0.0	16.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	266	97.4	39.4	51.0	7.5	2.1	16.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	266	97.4	39.4	51.0	7.5	2.1	16.6		
Socio-Economic Status									
Subsidized meals	225	97.8	38.6	51.2	8.2	1.9	17.4	Yes	Yes
Full-pay meals	41	95.1	44.1	50.0	2.9	2.9	11.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	137	100.0	51.8	44.7	3.5	N/A	3.5
	Grade 8	163	100.0	50.0	37.8	12.2	N/A	12.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	131	96.2	52.5	40.2	7.4	N/A	7.4
	Grade 8	135	97.8	37.5	50.0	12.5	N/A	12.5
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	137	100.0	44.7	43.9	9.6	1.8	11.4
	Grade 8	163	100.0	52.7	40.5	4.7	2.0	6.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	131	97.0	32.8	56.6	7.4	3.3	10.7
	Grade 8	135	97.8	43.8	50.0	5.5	0.8	6.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 276)				
Students enrolled in high school credit courses (grades 7 & 8)	16.7%	Up from 15.1%	9.3%	14.6%
Retention rate	7.9%	N/A	4.0%	3.0%
Attendance rate	95.3%	Up from 94.2%	95.7%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.9%		9.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.8%		8.1%	5.3%
Eligible for gifted and talented	5.7%	Up from 5.3%	5.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.9%	Down from 18.4%	15.0%	13.9%
Older than usual for grade	8.0%	Down from 43.9%	8.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	15.6%	Up from 1.0%	1.2%	0.9%
Annual dropout rate	1.3%	Up from 0.7%	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	44.0%	Up from 27.3%	47.1%	48.7%
Continuing contract teachers	48.0%	Up from 45.5%	71.4%	81.7%
Highly qualified teachers**	93.3%	N/A	87.5%	90.4%
Teachers with emergency or provisional certificates	35.0%		13.0%	5.3%
Teachers returning from previous year	68.8%	Up from 64.1%	75.4%	85.1%
Teacher attendance rate	95.6%	Down from 95.7%	94.4%	94.8%
Average teacher salary	\$37,555	Up 1.3%	\$38,840	\$40,566
Prof. development days/teacher	10.2 days	Up from 10.1 days	11.9 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.3
Student-teacher ratio in core subjects	16.5 to 1	Down from 20.9 to 1	18.5 to 1	21.3 to 1
Prime instructional time	89.3%	Up from 89.1%	88.7%	89.3%
Dollars spent per pupil*	\$7,846	Up 5.3%	\$6,919	\$5,821
Percent of expenditures for teacher salaries*	55.6%	Up from 53.7%	60.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.0%	Down from 99.0%	83.7%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	88.1%		92.0%	
Highly qualified teachers in high poverty schools**	87.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

R. D. Schroder Middle School is a Title 1 school that currently has 270 students enrolled in 7th and 8th grades. Forty-one percent of the school's 26 member teaching staff hold advance degrees and have participated in 201 combined days of staff development (i.e. Six Write Traits, Multiple Intelligences, Differentiating Instruction).

Schroder Middle embraces the challenge of developing an academic program that is both research-based and data-driven within a caring and nurturing environment. The success of our school program is embedded in the combined efforts of parents, teachers, students, and the community members through their participation in academic conferences; the time students spend on completing tasks; and the degree our staff utilizes best practices. In addition, our school family honors the research that identifies a strong arts program as an important component of a high-achieving school. Therefore, fine arts have been a part of our student's instructional program.

Since we would like to see our students achieve at faster and better rates than before, the Schroder Middle school family has agreed to participate in a school reform model that has demonstrated remarkable gains with middle schools in other districts. The program, "Edison Partnership," has strategies in place that will help students achieve their highest academic potential as they evolve into lifelong learners. This model will also assist with the use of data to direct instruction, and in getting the parents and community involved in the educational activities of the children.

As a part of the Edison model, students will participate in paperless benchmark testing. This is when students make use of a computerized test to determine how much they have achieved academically each nine week period, based on standards, and what academic challenges need to be addressed for future improvement. Additional support for students will continue to be received from the use of the Plato and Excel in Math software, the homework center, after-school tutorials, and through student-success plans that will be updated quarterly.

Our school has received grants on the individual and collective basis. Our Fine Arts department was awarded two grants, the Youth Endowment for the Arts and Scott-Stringfellow Foundation grants. Through these grants students are enabled to experience a wealth of knowledge and talent from professional artists and can engage in additional materials taught by their music director, who, based on the contents of the grant, was recognized as an "Educator Who Makes a Difference" by the Scott-Stringfellow Foundation. Collectively, the school received a \$125,000 grant for school reform, and other grants from the State Department of Education for teacher retraining and a homework center.

Our seventh grade science team was one of 13 selected from all of the middle schools in Charleston, and Berkeley counties (including elementary schools with sixth grades) to take part in the Math and Science Challenge. They were selected based on their weekly responses to math and science challenges listed in the Post and Courier. Also, our students have participated in the Lt. Governor's Writing Contest, The Citadel's Bridge contest, and our school's drill team received 2 first place awards from local performances. Involvement in these activities drives R. D. Schroder Middle School forward toward its expected success.

Patricia S. Cooper, Ed.D, Principal
Stephanie Sistrunk-Edwards, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	112	29
Percent satisfied with learning environment	88.2%	77.1%	93.1%
Percent satisfied with social and physical environment	88.2%	81.8%	93.1%
Percent satisfied with home-school relations	64.7%	81.2%	72.4%

*Only students at the highest middle school grade level at this school and their parents were included.